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ABSTRACT

The annual report and evaluation discusses education of the 2,929 migrant children who participated in Oregon's 1967-68 program (including students in both public and nonpublic schools). The report cites innovative projects implemented to meet the needs of students in the program. Among the projects described are the Migralab, a mobile van equipped for such functions as individualized instruction and inservice teacher education; a bilingual music program; and a student-parent evening program. Pressing educational needs are also discussed, and information on testing is given. Although it is pointed out that the evaluation leaves much to be desired, it is believed that children participating in the program made considerable educational, social, and physical gains. (EL)

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Annual Project Report
and
Evaluation

OREGON STATE MIGRANT EDUCATION PROGRAM

1967-1968

OREGON BOARD OF EDUCATION
Public Service Building
Salem, Oregon 97310

Dale Parnell
Superintendent of Public Instruction

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Table of Contents

Project Data..... 1

Innovative Projects..... 1
Projects..... 1
Human Interests..... 6

Most Pressing Educational Needs..... 7

Objective Measurements..... 8
Standardized Tests..... 8
Teacher Developed Tests..... 9

Subjective Measurements..... 12
Summary of Subjective Data..... 12
Conclusion About Success or Failure of Program..... 12
Attitudinal Changes in Teachers, Parents, and Community..... 13

General Program Effectiveness..... 14
Project Activities..... 14
Classroom Procedures..... 15
Program Materials..... 16

Personnel and Personnel Training..... 17

Inter-Relationship with Regular Title I Program..... 18

Coordination with Other Programs..... 19

Community Involvement..... 19

Nonpublic School Participation..... 20

State Operations and Services..... 20

Dissemination of Information..... 21

Major Problem Areas..... 21

Appendices
Appendix A. Standardized Test Evaluation..... 24
Appendix B. Standardized Test Results..... 29
Appendix C. Inservice Training..... 30
Appendix D. Fiscal and Statistical Chart, Summer Schools 1968.. 31

Annual Project Report and Evaluation, 1967-1968

OREGON STATE MIGRANT EDUCATION PROGRAM

I. Project Data (State Totals)

Unduplicated Count of Children Participating

A.	Number of School Districts where Title I, Migrant Programs are operating	19
B.	Number of public school children participating	2,923
C.	Number of nonpublic school children participating	6
D.	Total number of children participating in State	2,929

II. Innovative Projects

A. Projects

1. The Migralab is a mobile van designed and equipped to provide extra emphasis on programs that are designed to meet the individual needs of the migrant children. Four distinct but closely interrelated components are involved. These components are:

   a. Direct Services to Boys and Girls - The Migralab is fully equipped with many kinds of teaching aids and devices aimed at helping an expert teacher provide individualized instruction for migrant children who have language or other educational and developmental problems that can best be served through the use of additional individual instruction and self-training techniques. This is provided by a teacher who is acquainted with the needs and problems of migrant children and who also is trained in the use of available teaching aids and audiovisual equipment. It is this teacher's responsibility to design individual programs for boys and girls who come aboard the Migralab for direct instruction. The instruction in the Migralab takes place at individual study carrels where the pupil receives direct assistance from the teacher and from auto-instructional devices which are prepared and programed to meet his unique problems. Through the multi-media approach, the Migralab teacher uses audio and video tape recorders, film strips, individual viewers, record players, earphones, language labs, and headset devices to meet each youngster's needs during the limited time he is aboard the Migralab.

b. In-Service for Regular Classroom Teachers - In addition to the regular Migralab teacher, there is an elementary-trained teacher who serves as a relief teacher. This teacher relieves the regular classroom teacher, at no cost to the district, so the classroom teacher can accompany her students to the Migralab. Because the regular teacher is with her most severely disadvantaged students in the Migralab, she can then observe and be involved in the activities designed for them; and the children, while receiving their special instruction, will have the presence of the teacher with whom they have already related. This makes possible meaningful follow up activities when the students and teacher have completed their Migralab experience and return to the regular classroom.

c. Extension of Services and Activities Into the School Classroom - Approximately 30 to 40 pupils are served by the Migralab each day, and four or five teachers are provided in-service training daily. As a natural outgrowth of this service, additional equipment for individualizing the instruction of the disadvantaged migrant is made available for the follow-up activities in the regular classroom. The equipment made available for this purpose includes additional tape recorders, record players, viewers, filmstrips, and tapes. Following an hour's in-service and direct service to students, various instructional media are checked out from the lab and made available for the regular classroom activities. There the youngsters may continue to proceed with individualized lessons under the guidance of the classroom teacher who has been made aware of the intent of the lesson. Emphasis is placed on the self-instruction nature of the lesson. While the youngster is continuing to receive individualized help through the media approach, far less time for supervision from the regular classroom teacher is required. The teaching aids are not a substitute for the personal services of the teacher; they are utilized in a manner to make them serve as an extension of the person-to-person student-teacher relationship.

d. Recruitment and Parent Involvement - The mobility of the Migralab makes it possible to drive it to the labor camps and provide education and recreational services for migrant families. The target group naturally will feel more at ease in their home environment. The Migralab provides a visual demonstration in addition to a verbal explanation when talking with parents about what is happening at school. This type of contact results in a better mutual understanding between the school staff and the migrant families.

2. Programs

a. Innovative Use of Music Teacher - Redmond had a problem with resident and migrant student relationships. Before school, at recess, and during the lunch period, as a result of shyness, language differences, and individual home and social environment, the migrant children would play when only their group was on the playground. When the Anglo-American children arrived the migrant children would withdraw, group together, and watch the other children play. To alleviate this situation, the district used one of the district's regular elementary music teachers, who was bilingual and played the guitar. This teacher traveled from school to school conducting music and conversation classes in the classrooms in which there were migrant children. The magic occurred when he encouraged the Spanish-American children to help him teach songs in Spanish to the other children. The peer status of those migrant children received a tremendous boost. The migrants were invited to join in playground activities, and were picked for teams and committees. This spread and carried over to include all other migrant children.

b. Evening Program - An innovative project in Brooks, Oregon, was a student-parent evening program. The objectives were to improve the knowledge of English and promote parent-school relationships. Parents were requested to come and bring their school-age children to the class. A bilingual teacher and aide worked together for two hours, two nights a week with 17 children and 10 parents and grandparents. One of the benefits of this project was better communications and increased rapport between the school, community, and the migrant group. During the fourth week of the program the class met on the night of the school parent-teacher meeting. The parent-teacher meeting started at the same time the class was dismissed. The school administrator and the president of the Parent-Teacher Club went to the class and invited all the parents to come to the meeting. The aide stayed with the children, and many of the parents went to the meeting where they were warmly received. Following this experience several of the migrant parents attended P.T.A. regularly, and many came to special school activities such as the Spring Band Concert.

c. Home-School Coordinator - The use of home-school coordinators is a great help in several districts. This person represents the school district to the home of the migrant and is instrumental in identifying the educational, social, health and nutritional needs of the

migrant families. His services range from promoting sound attendance patterns to arranging for special medical attention and part-time employment. He serves the academic program of the school as the person to whom teachers can turn in order to promote parent-teacher conferences, see that the student's needs were reported to the home, and to encourage parents to promote a sound educational program through individual student endeavor and family cooperation. As an indication of this person's value to the program, it is interesting to note that during the summer program in 1968 one school's summer school registration increased 49 percent, and the number of children attending school each day increased over 100 percent as compared to the summer program in 1967 in which no provisions were made for a home-school coordinator. A better indication of this may be seen in the following chart. Similar results were achieved by home-school coordinators in other district programs.

ATTENDANCE COMPARISON - DAYTON SUMMER SCHOOLS

	1967	1968
Number of children registered	138	205
Children attending 10 days or less	22	47
Children attending 11 to 20 days	11	39
Children attending 21 to 30 days	29	39
Children attending 31 to 40 days	43	80

d. Districts Pooling Funds and Efforts - Three districts cooperated to meet the needs of both migrant and other educationally disadvantaged children by combining Title I and Migrant programs. One of these three districts faced the problem of providing educational programs to both Spanish-speaking and Russian-speaking target groups. The Spanish-speaking students were primarily migrant. Elements of both groups spoke no English, some spoke limited English but had never been in school though they were 16 years old; all were educationally disadvantaged. The basic design was relatively simple; the results were encouraging. The 50 children with the least ability in English were chosen and divided into two groups primarily by age, but also to some extent by physical maturity and amount of difficulty with English. These two groups were placed in two separate rooms for most of the day's academic activities; here the teachers and bilingual aides, one Russian, one Spanish, worked with the children on an individual and small-group basis. Using primers, games, tape recorders, tapes, listening center, and

Hoffman machines and materials, the children made striking gains. Some of the older children who started building vocabulary and increasing their reading ability by using primers progressed to third and fourth grade readers during the five month period.

e. State-wide Inservice Conference - A two-day statewide conference for teachers, family-home coordinators, and administrators who participate in migrant eudcation projects in Oregon had exemplary results. The conference was designed to disseminate information from one section of the state to another, while also providing orientation to the intent of Title I, ESEA, Migrant Amendment, and workshop experience in instructional methodology particularly appropriate to migrant children. The program included speakers and work-study groups interspersed to maintain the interest and change of pace necessary to keep people involved from Friday morning through Saturday afternoon. Speakers included Senator Wayne Morse; Dr. Willard Bear, Assistant Superintendent, Oregon Board of Education; Dr. Austin Haddock, Director, Title I, ESEA and Elementary Education, Oregon Board of Education; Mr. Marvin Covey, Director, Federal and State Programs, Marion County IED; and Mr. Elton Minkler, Supervisor, Migrant Education, Oregon Board of Education. The seven work-study groups demonstrated uniquely successful materials, techniques, and methods used by teachers in the state in the areas of physical education, arts and crafts, Peabody Language Development Kits, library utilization, classroom strategies, home and family counseling, acculturation processes, and mental health problems.

   In a subsequent evaluation, it was noted that some of the participants remained for small group impromptu sessions after the scheduled activities. The evaluation also noted that the concepts of teaching methods and inservice training projected in the conference were often implemented in the district programs. The conference was also influential in the design and success of several summer programs. Evidence of this was noted by the more enthusiastic, widespread, and efficient use of Peabody Kits, libraries, physical education facilities, and arts and crafts materials, all of which were emphasized and demonstrated at the conference.

f. Summer Teacher Training Programs - The seven-week workshops for active Oregon teachers of migrant children conducted at Eastern Oregon College must be considered an innovative program. Selected for this project were

fifteen educators who were involved in migrant education programs the preceding year and who would have migrant children in the classroom during the school year. These people were committed full time to familiarizing themselves with the acculturation process as experienced by the target group and in the preparation of basic teaching materials, ethnically and anthropologically oriented to meet the needs of the migrant children.

The participants lived in the homes of Mexican families, thus providing a far better opportunity to use Spanish and experience the acculturation process than would have been possible had they lived in dormitories with fellow English-speaking students.

The materials that each student developed during the summer will be tried and evaluated during this school year. As this material is tested and evaluated, more information will be forwarded to other districts and teachers in the state.

The value of this project has, of course, not been totally realized, and quite possibly the total gain will never be obvious. There is no way to estimate the gains that may come from having teachers who can speak Spanish and who are familiar with the home situation of the migrant child. The participants in this workshop have made considerable contribution to the state program; serving as consultants at the district and regional level, conducting inservice programs, and participating in state migrant education conferences.

B. Human Interests

1. An episode of human interest occurred in the project at Butte Creek. The children, with the exception of one boy, volunteered to do the decorating of the multipurpose room for the spring music concert. The recalcitrant boy had been a non-participating member from the time he was registered in the class, even though the teacher had tried many different approaches to reach him without success. The teacher finally arranged a home visit with the boy's mother. As a conversation bridge she took some of the boy's art work with her. Following the home-visit, the boy cooperated in class, participated in discussion, and took an active part in decorating for the spring music festival.

   As a result of the migrant children's participation in the music concert there was an increased attendance of migrant parents at school functions. Many parents came to see the

decorations the children had made even though the children weren't participating in the musical event. They were greeted hospitably and treated as interested and interesting parents. With this positive beginning, parent-teacher conferences became easier to arrange, and more of the Spanish-American parents attended parent-teacher meetings.

2. Another item of human interest was the success of a spontaneous program that evolved to satisfy a specific need. During the Dayton Summer Program, a few high-school-age boys who couldn't come to school because of economic pressures asked if the gym could be opened at night. Several of the teachers relayed the request to the district superintendent who agreed, provided there would be adequate supervision. The teachers and boys cooperated to organize a program in which two or more teachers volunteered time four nights a week to supervise basketball and other physical activities at the school.

   This activity which started as a gym night for teenage boys soon became much more involved. The district ran buses through the area on a schedule, bringing not only teenage boys but their parents, sisters, brothers, aunts, and uncles. The library was opened for reading and browsing, books were checked out to adults to read at home, arts and crafts activities and musical programs were started. In addition, movies were shown in the camps one night a week, and intra-camp basketball competition was started.

   It is difficult to determine who enjoyed the program more, the teachers or the participants. It was apparent that much was gained with very little expenditure. Parents commented on how nice it was to have <u>their</u> school, and how they enjoyed the library, the music, and working with clay and paints. All who participated certainly learned more about each other and each other's culture.

III. <u>Most Pressing Educational Needs</u>

A. The migrant child's most pressing need is specially trained teachers and aides who are familiar with the child's unique environment and cultural background, teachers who can relate to the target groups, and who can convince the child and parents of values of regular school attendance.

B. A second pressing need of the migrant child is the opportunity to experience success. Without success there can be no self-confidence, no positive self-image, and no self identification. A personality without these characteristics is void.

C. Mentioned in almost every district project evaluation, is a need for vocabulary development, both in the native tongue and in English. To succeed in the school situation reading is necessary; and in order to be able to read, an appreciable vocabulary is required.

D. The migrant child needs diverse experiences, both real and vicarious, to expand his environment. His normal exposure to family group, family shack, highway, and harvest field doesn't provide the experiences necessary to compete with other children in the regular school program.

E. Most all migrant children need health services and nutritional supplements to their normal diet. Although this need is placed fifth in order, perhaps it should be first. The child without good health, adequate food, and good nutritional habits will not be able to function in any type of educational environment.

IV. Objective Measurements

A. Standardized Tests

1. Many tests were used in the state this year in search of adequate instruments for measuring achievement, mental maturity, and diagnosing reading and language problem areas. Following is the list of tests administered in the districts throughout the state:

   a. Metropolitan Readiness Test, Form A
   b. Jastak Wide Range Achievement Test
   c. Goodenough-Harris Drawing Test
   d. Basic Sight Word Test
   e. Dolch Basic Work List
   f. Doren Diagnostic Reading Test
   g. Gates-MacGinitie Reading Form 2
   h. Peabody Picture Vocabulary Test Forms A and B
   i. Common Concepts Foreign Language Test
   j. Linguistic Capacity Index
   k. Verbal language Development Scale
   l. The Pre-School Attainment Record

2. Throughout the state generally there was great dissatisfaction with the standardized texts that are available. The teachers, directors, and administrators in the state have come to depend more on subjective judgment rather than the results obtained from standardized tests in their evaluation of students and program effectiveness. Several districts did evaluative research on several tests during the summer program. The section of this report devoted to testing is one district's report on this research. (See Appendix A, page 24)

The testing instrument that will satisfactorily measure the success of a program is yet to be discovered. From the investigations made in Oregon it appears that it is possible to establish a "language age" from tests but impossible at the present time to predict with reliability and validity mental maturity or achievement.

3. The inadequacies of the tests and the transient requirements of migrant life practically eliminate the children from participating in pre- and post-test exercises that will provide meaningful information anent their educational achievement.

B. Teacher Developed Tests

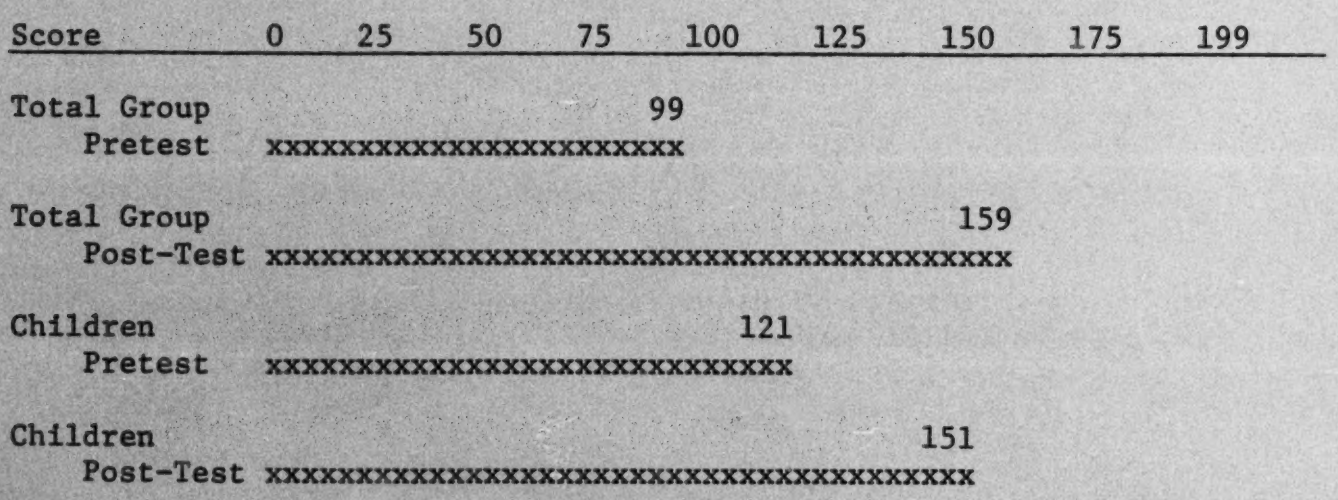
Tests that teachers developed were generally designed for specific children in a specific program. The tests were administered by the individual teacher for his purpose, but the tests were not of a nature to be considered universally valid and reliable.

In one project a teacher developed a readiness instrument that is a combination of several readiness tests. The purpose of this measuring device is to determine the language level of the group. At the present time it has only been used to test 84 students; and while it appears to measure growth, it also seems to reflect cultural bias. The instrument has been used in two situations: (1) An extended day program that included only Mexican-Americans.(2) A summer program that had both Anglo- and Mexican-Americans present.

Exhibit A indicates the pre- and post-test raw score means achieved by a mixed age group in an extended day situation. The group included both adults and children.

EXHIBIT A

Bar Graph Showing Pre- and Post-Test Raw Score Means



During the 1968 Summer Teaching Laboratory at Dayton the same instrument was used with the results indicated in Exhibit B, Tables 1, 2, and 3. Table 1 compares pre- and post test ranges of total student group and of migrant and resident students. Table 2 projects pretest scores of the total group, the migrant students and the resident students. Table 3 presents the post-test information.

EXHIBIT B

Table 1

	Pretest	Post-Test
Maximum Score	199	199
Student Range	0-50	120-195
Resident Student Range	14-50	176-195
Migrant Student Range	0-24	120-160

Table 2

Percentile Distribution Pretest

Precentile Score	0- 9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-99
No. of Students	36	26	10	0	0	0	0	0	0
No. of Resident Students	2	8	10	0	0	0	0	0	0
No. of Migrant Students	34	18	0	0	0	0	0	0	0

Table 3

Percentile Distribution Post-Test

Percentile Score	0-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
No. of Students	0	0	0	0	0	39	11	18	2
No. of Resident Students	0	0	0	0	0	0	0	18	2
No. of Migrant Students	0	0	0	0	0	39	11	0	0

C. Other Objective Measurements

1. One district in the summer program used the Sullivan Programmed Reading Series. With this series the growth of a student's reading ability from readiness to third grade

level is measured in terms of readiness, prereading, and 21 levels of achievement. In the beginning and prereading programs there is considerable teacher-pupil interaction; then as the individual abilities and differences become more apparent, each child progresses at his own rate. Exhibit C, Table 1, indicates levels of the students at the start of the program, while Table 2 pictures the degree of proficiency of each student at the end of the project or upon his withdrawal from the program.

EXHIBIT C
Table 1

Initial Reading Level

Age Level	Readiness	Pre-Reading	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
5		10																					
6	2	7	2		1			1															
7	2	4		1					1														
8		3	1	1							1	1											
9	2	1	3	1	1	1	1			1	1	1											
10	1	3	1		1						1	1	1										
11				1																			
12					1														1				1
13																							

Table 2

Terminal Reading Levels

Age Level	Readiness	Pre-Reading	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
5		10																					
6		6	1	2	1				1														
7		5							1		1												
8			1	2	1		1				1			1			1						
9		3	1		1		1	2		1				2	1	1		1					
10		1	1	1		1	1							1		2	2	1	2	1			
11				1																			
12																							
13																							

It is typical to note that both 12-year-olds and 13-year-olds dropped out of the program to pick fruit. It is quite possible that they would not have entered at all, but inclement weather limited the availability of work in the season and the school-home coordinators managed to get the children in school for a short period. As soon as work was available, these children stayed out despite continued efforts on the part of the school-home coordinators to encourage school attendance.

2. In a second district in which the migrants were present for only six to eight weeks during the fall potato harvest, the teacher combined testing and personal analysis for evalution purposes. Each evaluation sheet for each student indicates progress made with that individual. Taken in total they suggest some encouraging results for the program and indicate again that personal attention will provide worthwhile results.

V. Subjective Measurements

A. Summary of Subjective Data

1. With a nominal number of exceptions, improvement in achievement and skill levels of the children were reported by the teachers and administrators. These changes are not always indicated on test results for two major reasons: (1) The improvement is not enough in the specific areas of the test to register. (2) The students often move before post-tests can be administered.

   Work habits and social skills were the most noted areas of change. Teachers in many of the projects spent hours with the children getting them to answer simple questions and encouraging them to put articles away when finished. Generally they succeed. Sharing was another social skill learned and developed by many children. Children too shy to speak and so bashful they would withdraw rather than answer a question became quite verbal with the teacher and would at least respond to a stranger's questions.

2. Behavioral growth of the children as noted by teachers and administrators was remarkable. In each of the projects the teachers maintained anecdotal records of selected children in the various rooms. One district, as a part of its summer program, completed a card on each pupil identifying major problem areas, steps taken to alleviate the problem, and the results. Evidence of growth was plainly visible.

B. Conclusion About Success or Failure of Program

Although the evaluation leaves much to be desired, the consensus of opinion of the project personnel and those who visited the projects was that the migrant children made considerable educational, social and physical gains as a result of the programs. For instance, in one class of 11 pupils who at the time of enrollment were selected by teachers and administrators as children most likely to be retained in the first grade, three improved sufficiently to be promoted at the end of the school year.

In the districts in which there were migrant education programs the teachers commented on the better understanding, better attendance, and improved attention of the migrant students. Not only the teachers of the migrant classes but other teachers and administrators in the buildings have noted the increased cheerfulness and more ready response when the children have an opportunity to work in an environment in which they can experience success, and in which they have a close association with an instructor or aide to whom they can relate.

C. Behavioral and Attitudinal Change of Teachers, Parents and the Community

There has been continuous attitudinal and behavioral improvement toward the migrant in Oregon on the part of the general non-migrant groups. Progress is snail-paced in some areas; however, the general outlook is good. Some gain was apparent in each project area; the gains were more apparent with teachers and resident children than with the community as a whole.

In one area, considerable gains in community relationship were evidenced. Last year, despite having a community planning committee, much in the way of strife, argument, and criticism was witnessed. This year there was still some negative verbalizing but not as much as in previous years. The director of the project felt that the program was well accepted by the community as a whole. Last year the criticism came mainly from a news media person; this year he was on the committee for planning. While his attitude remained somewhat negative, his additional knowledge of the activities and problems of the programs resulted in more accurate reporting.

In one project the school was faced with an influx of 43 migrant children whose families found housing in the area. The district hired one additional teacher with its migrant funds. Class loads in some rooms were in the forties at the time the additional teacher was added. Her assignment was to work with primary children in the morning and upper grade students in the afternoon. With the employment of this teacher, with whom the students would identify, they soon began to participate in the classroom; and teachers began to regard them as contributing students. Parent-school and parent-migrant relationships were improved as some of the resident parents traveled on field trips as chaperones of the migrant class. By participating in the school activities, these parents became acquainted with the migrant children and with the migrant parents, who could occasionally be encouraged to act as chaperones. In this way the residents discovered that the migrants were considerate parents who did care about the education of their children, and were desirous of making a better life for themselves and their children.

VI. General Program Effectiveness

A. Special services provided for the migrant children include medical, nutritional, academic, and school-home counseling. While some projects offered medical care in the 1967 summer programs, it was not a general policy. During the 1968 program year, 1,644 health and dental examinations were provided for the migrant students, with 350 follow-up referrals.

In the area of nutrition, 32,634 hot lunches and 66,806 snacks were served during fiscal year 1968. While there is no exact count from the previous year, these figures represent a considerable increase.

The 1967 program included eight summer projects; in 1968 there were 16 regular school projects and nine summer projects. In the five districts that had summer programs in both 1967 and 1968, the statistics show an increase in total enrollment and a greater increase in the holding power of the summer programs. In comparing the 1967 statistics with those of 1968 in five schools that sponsored programs both years, there was an increased summer school enrollment of 33 percent and an increase of 43 percent in the number of children who were enrolled for 30 days or more.

B. Project Activities (Other than standard school curriculum and services)

1. Preschool through grade three

a. Peabody Language Development Kit, Level 1, was the most successful and widely used commercially developed instructional material to be used in the Oregon migrant programs.

b. Walk-out field trips used in conjunction with the activities utilizing Peabody Kits and experience stories.

c. Coordination of physical education and music with other curriculum activities.

d. Language Master for developing oral language patterns and sounds.

e. Teacher- or commercially-prepared tapes and records for individual listening and reading development.

f. Primary woodworking and other manual dexterities projects.

2. Grade four through grade six

   a. Peabody Kits, Level 2, were used in every project in the state for building vocabulary and providing oral language experience.

   b. Drive-out field trips when used in close conjunction with pre- and post-trip activities.

   c. Teacher- and commercially-developed tapes and records to help individualize the reading program.

   d. Language Master for building oral sentence patterns and sounds.

   e. Correlation and coordination of art, music, and physical education with the other curriculum areas.

   f. Elementary shop and manual arts classes.

3. Grades seven through twelve

   a. School-home liaison personnel to recruit students, help get parents to school for conferences, and interpret the school to the home (also applicable to other grade levels).

   b. Hoffman Reading Machine--coordinated filmstrips and records to individualize reading.

   c. Special language arts classes designed for educational and social level and cultural interest of students.

   d. Vocational education programs.

C. Classroom Procedures

1. Example

   a. A source of individualized study used in some Oregon programs this past year was the newspaper. By providing enough newspapers for everyone to have a section, this formed the basis of an individualized language arts-social studies block. Each student chose the article he wanted to read, including the comics. Then he read or interpreted it to the class. These readings became the basis for class discussion and creative writing. By teacher and administrator observation, the children not only progressed to more difficult articles, they developed social standards for themselves.

b. The use of a resource teacher who worked with the classroom teacher to establish specific programs for migrant students was a procedure used in some districts to promote academic achievement above average. Progress in educational achievement and attitudinal changes of the students resulted from these programs.

c. A team teaching effort during the summer program in one district provided more opportunity for small-group activities and resulted in better attendance by older children. By using the team approach, a correlated curriculum resulted in the areas of simple woodworking, simple sewing, and physical education.

d. The combination of programed materials and team effort was used to advantage in another program. Two teachers and six aides worked together with programed reading and mathematics material to individualize the learning situation. The children's progress through increasing levels of difficulty was an indication of the success.

2. Physical Setup of Program

Throughout the state there was wide variation in the physical setup of the projects. There were separate migrant classes, completely integrated schools, and combinations of both as districts sought the best way to provide learning situations and achieve the objectives they had set for themselves and the students. The most common arrangement was integration with the use of resource teachers, teacher aides, and/or separate classes for periods of the day to provide individualized instruction in the language and communication skills.

D. Program Materials

1. The most universally used and acclaimed materials were the Peabody Language Development Kits, Level 1 and Level 2. These were most useful in developing language skills, especially oral expressions.

2. The Language Master with programed cards and blank cards was a successful tool in developing oral language patterns and in dealing with individual reading problems.

3. Listening centers equipped with tape recorders and record players for building language development and promoting reading enjoyment.

4. Video-tape recorder to record the activities of the children involved in a project or to tape a specific episode to create discussion and build self-image.

VII. Personnel and Personnel Training

A. Approximately 1,600 migrant children participated in English as a second language projects.

B. Bilingual staff members were employed in every district in which there were students with a language translation problem. Sixty-one of these bilingual people were aides; sixty were from the migrant stream. Many districts would have employed more bilingual teachers if they had been available.

C. There were 12 certificated and 61 noncertificated bilingual personnel in the various district projects.

D. With very few exceptions the first language of the bilingual child participating in these program was Spanish.

E. As noted earlier in this evaluation, the Oregon Board of Education conducted a two-day spring conference on migrant education. The conference was attended by teachers from all district projects and was teacher-oriented. In addition the districts provided pre-service and in-service activities. Taking part in the various training programs were 119 teachers, 20 other professionals, and 121 nonprofessionals.

F. The total cost of in-service programs was approximately $9,500.

G. Appendix C lists the subject areas and approximate time spent by teachers, teacher aides, and other staff members in pre-service and in-service programs.

H. Personnel involved in in-service training were experienced teachers from within the state, college staff from within the state, expert teachers from Texas, Idaho, California, and Washington, persons from the migrant group and professionals from out of state. There were also consultants from commercial concerns who provided expertise in utilization of specific materials or equipment.

I. The most valuable type of in-service program is one conducted in small-group situations, groups in which each member has an opportunity to contribute either in discussion or workshop experience.

J. Teacher Aides

1. The total number of teacher aides employed in migrant programs was 123.

2. The sources of teacher aides were:

   a. Migrants

      1. Parents - 23

      2. Older children - 37

   b. High School Students - 23

   c. College Students - 30

   d. Community Volunteers - 7

   e. Paid Community Residents - 17

   f. Valley Migrant League - 6

VIII. Inter-Relationship with Regular Title I Program

A. A great majority of Title I, and Title I Migrant programs cooperated in using back-up staffs, in food programs, in sharing equipment, in transportation, and in ancillary services. In some programs Title I and Title I Migrant programs were sharing personnel to make a more complete program for all children involved.

B. One district designed its regular Title I and Title I Migrant programs to supplement each other. In this project facilities, staff, materials, and equipment were combined to provide an excellent learning situation. Title I provided facilities and some staff while Title I Migrant provided equipment and staff. The target group included Spanish-American migrants, Russian immigrants, and culturally disadvantaged Anglo-Americans. The object was to improve reading and communication skills. All students showed marked improvement in their ability to communicate in English. The mean appreciation in reading ability was approximately 3/10 percent a grade level above the mean for the total population.

C. In one summer program Title I, Title I Migrant, and Office of Economic Opportunity funds were combined to provide a Child Development Center in which identified children from the target group received special help in language development and reading instruction. Office of Economic Opportunity funds provided aides for caring for young children, food and materials for infant care; Title I provided teachers, materials, and equipment for a special reading program; Title I, Migrant, provided transportation to pick up migrant children, recruiting staff, Peabody Kits; and the district provided facilities.

IX. Coordination with other Programs

A. Other agencies that directly serve the migrant population are the State Board of Health, State Employment Service, and state, county, and local welfare agencies. The amount of agency cooperation varies from area to area. Generally, cooperation is excellent with the Board of Health through the county health departments. Office of Economic Opportunity emphasis has been on adult education. With the exception of Hood River and The Dalles, there was no day-care operation in the state.

B. There is a State Advisory Committee for Migrant Education that is comprised of members from various agencies and groups who are interested in aiding migrants. One of the responsibilities of the committee is to advise the Oregon Board of Education in the coordination of programs in the state so that there is no overlap and duplication. To date, the cooperation between agencies leaves much to be desired.

C. The main area of concern at this time, with respect to serving the immediate needs of the target group, is care for infant children. With preschool and school programs funded under Title I Migrant, adult education provided by Office of Economic Opportunity, the health services provided by the State Board of Health and the Public Welfare Commission, all other services could be provided. The agencies and structures exist to provide day care services, but the funding is inadequate.

X. Community Involvement

A. While it is extremely difficult to recruit parents or older children to work at the school during the summer when harvest is going well and the pay is better in the fields, they are for the most part unemployed during the regular school year. During this period they can be employed and can be very helpful in interpreting, recruiting, and working with the migrant children and their parents. They have served as home-school liaison people, teacher aides, drivers, and custodians.

B. Examples

1. In one district a father was employed to recruit and work as a home-school liaison person. His efforts have brought boys back to school who had previously dropped out, and the attendance of other children has improved since he started working.

2. A second district employed a mother as a teacher's aide to help with the primary grades. This mother's help in translating information and getting other parents to come for conferences has been very valuable.

3. Migrant parents began to get involved in other ways during the past year. Several districts planned special events to draw them into the school and provided more social contact and interaction. One district utilized the artisic ability of the migrant children to provide decorations for a school function. The knowledge of the children's work brought many parents to the event.

4. A second district held open house for the summer program which included both Title I and Title I Migrant classes. Displays of children's work and pictures of children at work brought together many parents and interested people from the community.

XI. Nonpublic School Participation

A. As a part of the application for funding, each district is required to outline procedures used to seek any qualified children from the district enrolled in a nonpublic school and offer them the services provided children in the public schools. As a matter of fact, nonpublic school personnel are included in planning and encouraged to build enrollment, particularly for summer sessions when the nonpublic schools are not in session.

B. Within the stipulations of the federal and state guidelines, services were provided on an equitable basis to nonpublic school children.

XII. State Operations and Services

A. For two years prior to the Title I Migrant Amendment there were no migrant education programs operated in Oregon. From 1959 to 1963 there were limited state funds for migrant education programs; however, the funding was not adequate to provide comprehensive programs.

B. To administer the Title I migrant education programs, the Oregon Board of Education added to its staff a supervisor of migrant education and one secretary.

C. The Oregon Board of Education conducts meetings for project directors and district administrators to assist in general planning, implementing and evaluating the migrant program. In addition to this the migrant education supervisor and the district consultant travel to the districts to provide special assistance in the area of migrant education.

D. Interstate aspects of the 1968 program in Oregon were cooperation with neighboring states in teacher exchange and exchange of curriculum materials and ideas. Conferences have been held with the State of Washington and its Bureau of Indian Affairs regarding the development of educational programs for Mexican-Americans and Indian children. In the Dayton Teaching Laboratory and Summer School, representatives from California, Idaho, Texas, and Washington participated. Regional and national conferences were attended to develop more fully the student record transfer system and its implementation.

XIII. Dissemination of Information

A. Interstate - The primary means of information dissemination are conferences and meetings with other states. Correspondence and the telephone have also been useful instruments for interchange of ideas and concepts in planning and implementing projects. At the present time a handbook for teachers of migrant children and a curriculum guide are being printed and distributed to interested parties in other states.

B. Intrastate - Communication within the state is facilitated by two state conferences each year and regular meetings of the project directors and administrators. In addition, the district consultant travels to each district and helps disseminate ideas. Also, video taped material from previous projects was available for in-service. Various publications were distributed. The guide and handbook will be distributed in the near future.

XIV. Major Problem Areas

A. The major problem faced by the Oregon Board of Education this year has been our inability to communicate our needs to the state legislature. The planning necessary for a successful progressive program is hampered when areas of emphasis change from day to day and year to year. A second problem in this state has been the lack of available personnel who have background, experience, and education necessary for effective teaching of migrants. Bilingual people with the cultural understanding and ability to establish rapport have not been easy to acquire. Early funding to allow enough time to do the necessary planning and recruiting for a thorough compensatory program is consistently a problem.

B. In one area of the state the residents of the communities did not want to provide programs to improve the educational service for the migrant children. The local staff and administration were in favor, but the power structures of the communities did not want to take the students out of the fields.

APPENDIX A

STANDARDIZED TEST EVALUATION

As a result of careful evaluation of all the testing material available, a few tests for further evaluation were selected. Certain tests were eliminated because they were individual in nature, time consuming, and would require special training to administer. These included:

1. The Arthur Point Scale of Performance
2. Escala De Inteligencia Wechsler para ninos
3. Leiter-International Performance Scale
4. Vallet Developmental Survey of Basic Learning Abilities.

These tests may prove to be of limited value at a later date when the IQ for certain individual youngsters is desired,

Other tests were eliminated because they were measures of English language reading based upon norms using English-speaking children. Those included:

1. Clymer-Barret Pre-Reading Battery
2. Gray Oral Reading Test

The Riley Articulation and Language Test was investigated and eliminated as having no application beyond its original purpose of testing for speech defects.

These tests were finally selected to be used and evaluated during our summer school program:

1. The Peabody Picture Vocabulary Test - Forms A and B
2. The Common Concepts Foreign Language Test
3. The Doren Diagnostic Reading Test
4. The Linguistic Capacity Index
5. The Verbal Language Development Scale
6. The Pre-School Attainment Record

1. <u>The Peabody Picture Vocabulary Test</u> - This test consists of a book of pictures, four to a page. The child is to respond to stimulus words by choosing the correct picture on each page. It is individually administered, requires no extensive special training, and requires only about ten minutes per child.

   The Peabody test was administered to all the children from preschool through age 12 and was felt to be quite valuable in determining English language ability. On the basis of this test grouping can be made for English language instruction, and it is possible to determine future success in the English language.

The test yields several scores. The IQ, while reported to be valid and useful with English-speaking children, is of little or no value with the Spanish-speaking child. In fact, use of the IQ can be quite alarming to the teacher. The mental age as such is also of little value, but if this score is considered to be an English language age, it can be informative. The score which seems of most value is the percentile score which informs the teacher how well the child speaks English in relation to the English-speaking children with whom he will have to compete in the classroom.

2. The Common Concepts Foreign Language Test - This test is designed for English-speaking children learning a foreign language. When given in the reverse, to test Spanish-speaking children learning English, the test has certain limitations which make it of little use. Since there are no norms developed for use in this reverse situation, the result is a raw score. The directions are complicated, and if given in English are thus made part of the test. Also, one further drawback to this test is that it has an answer sheet format and the child must switch from the booklet to the answer sheet and back again with every answer. If one answer is misplaced on the sheet, all the following answers will be misplaced also. For these reasons, we do not intend to use this test again. This test was administered this summer to the 8 to 12 year olds.

3. Doren Diagnostic Reading Test - This test is designed to examine each of the following reading skills:

   a. Letter recognition
   b. Beginning sounds
   c. Whole word recognition
   d. Words within words
   e. Speech consonants
   f. Ending sounds
   g. Blending
   h. Rhyming
   i. Vowels
   j. Sight words
   k. Discriminate guessing

   The manual for this test gives suggestions for remedial action in those areas where the child is deficient. This test was used with the 11-12 year old group this summer and can also be used with 8 to 10 year olds. The scores can be used to help place the children in reading groups and to ascertain remedial action.

4. The Linguistic Capacity Index - This test was developed especially for Spanish-speaking children by Fred Brengelman of Fresno State College, California. Norms for this test have not been developed as yet, so in return for free use of the test, we participated in

the norming project by sending results of all tests given this summer to Mr. Brengelman with the understanding that he would provide copies of the norm tables as they are developed.

Besides a total raw score, the test yields scores in vocabulary, contrastive phonology (concentrating on those sounds most difficult for Spanish-speaking children), and contrastive grammar. We feel that this can be an excellent test for grouping children for language instruction. When norms are developed, this will be the only test that we investigated that had norms developed specifically for these Spanish-speaking children. This test was given to the children 6 to 12 years of age.

5. The Preschool Attainment Record - This is a test which involves the use of an informant to place the child on a scale. It results in an attainment age. Areas tested include:

   a. Ambulation
   b. Manipulation
   c. Rapport
   d. Communication
   e. Information
   f. Responsibility
   g. Ideation
   h. Creativity

   It was used only in the preschool. The preschool teachers felt that this scale was too long to be used during the summer program, and since it was necessary to use the teachers as informants, it was difficult to have the specific knowledge required of the child in such a short time. We also felt that it did not really produce the conclusive evidence needed to be used in placement or evaluation, perhaps for the foregoing reasons. Our suggestion is that it be used in the regular term preschool to determine its value in that setting.

6. The Verbal Language Development Scale - This test is also a scale using the informant method and was used only in the preschool. It is shorter and easier to administer than the Attainment Record and yields a language age which appeared to be discriminatory and of value for our purpose of ascertaining achievement and growth in the English language. Its resulting score can be used to place children in language groups, to help the teacher in determining which children are ready for first grade, and to determine the areas in which individual children are deficient.

The following is a suggested list of tests to be used next year. The Peabody Picture Vocabulary Test Form A can be used as a pretest with Form B as a post-test with all groups. The Verbal Language Development Scale could also be used as a pre- and post-test for the 4-8 year old groups. The Linguistic Capacity Index can be used in this manner for the 9-12 year old groups.

Preschool
1. Verbal Language Development Scale (individual)
2. Peabody Picture Vocabulary Test (individual)
3. Linguistic Capacity Index (group) (Try this with this age group)

Age 6
1. Linguistic Capacity Index (group)
2. Peabody Picture Vocabulary (individual)
3. Verbal Language Development Scale (individual)

Age 7
1. Linguistic Capacity Index (group)
2. Peabody Picture Vocabulary (individual)
3. Verbal Language Development Scale (individual)

Age 8
1. Cattell Fair Intelligence Test (group)
2. Verbal Language Development Scale (individual)
3. Linguistic Capacity Index (group)
4. Peabody Picture Vocabulary (individual)

Age 9 - 10
1. Cattell Fair Intelligence Test (group)
2. Doren Diagnostic Reading Test (group)
3. Linguistic Capacity Index (group)
4. Peabody Picture Vocabulary (individual)

Age 11 - 12
1. Cattell Fair Intelligence Test (group)
2. Doren Diagnostic Reading Test (group)
3. Linguistic Capacity Index (group)
4. Peabody Picture Vocabulary (individual)

Two tests were eliminated for next summer, the Pre-School Attainment Record and the Common Concepts Foreign Language Test, for the reasons given previously. One test has been added, the Cattell Fair Intelligence Test. This is a group administered, non-verbal test of mental ability yielding an IQ and can be of value when used in conjunction with the other tests to help determine if the child's problem is merely language or one of a low general ability.

We feel this summer's experimental testing program has been of value for several reasons. The work involved an area where little had been done before, we were able to participate in Mr. Brengelman's research which hopefully will result in a test designed and normed specifically for these children, more information was obtained on each child, various tests were evaluated and either accepted or discarded, and the use of a testing person freed the teacher for teaching duties.

The main purpose of this summer's experimental testing program was the discovery and evaluation of tests suitable for these children. However, we did have some time for post-testing and results showed an improvement at all age levels tested. The six-year-olds showed an improvement in raw score from 37 to 40 and in mental age from 3.1 to 4.1 on the Peabody in one month of study.

The seven-year-olds showed an improvement in raw score from 38 to 48 and in mental age from 4.0 to 5.1, a considerable improvement in one month of study on the Peabody. The 9 to 10 year old group showed a slight improvement in raw score from 53.2 to 53.4 on the Linguistic Capacity Index in one month of study. We feel that these results indicate both the value of the texts used and the value of a summer program to help children try to catch up with their English-speaking counterparts.

We feel that the irregular attendance patterns of some students affected our post-testing scores adversely because they did not benefit as much as they might have had their attendance been regular and because absences on the day of testing did not allow all children to be figured in both the pre- and post-test norms. We also feel that many of these children demonstrated improvement which is not apparent on the accompanying standardized test result forms because this growth was below the 25 percentile but in many cases was 10 or more percentile points.

APPENDIX B

STANDARDIZED TEST RESULTS

Grade Or Class Group - K-Primary

Name of Activity - Project Evaluation

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	25%ile & Below	26-50 %ile	51-75 %ile	76-99 %ile
Pre	6/20/68	Peabody Picture Vocabulary	A	34	37	Mean M.A. 3.10	28	4	2	
Post	7/29/68	" " "	B	22	40	Mean M.A. 4.1	20	0	1	1
Pre	6/24/68	Peabody Picture Vocabulary	A	25	38	Mean M.A. 4.0	24	1		
Post	7/23/68	" " "	B	19	48	Mean M.A. 5.1	17	2		
Pre	2/12/68	Wide Range Achievement Test		19	32.6		8	11		
Post	5/20/68	" " " "		15	37.1		2	13		
Pre	1/15/68	Gate MacGinitee Read	A-2	31	unable to respond - language barrier					
Post	5/24/68	" " "	A-2	20	40	77 % completion	14	5	1	0
Pre	6/9/68	Doren Diag. Reading Test		9	217	55				
Post	7/22/68	" " " "		8	281	72				
Pre	6/10/68	Doren Diag. Reading Test		6	266.8	68				
Post	7/22/68	" " " "		5	293.2	75				
Pre	6/9/68	Doren Diag. Reading Test		6	282.5	72				
Post	7/22/68	" " " "		6	317.3	81				
Pre	6/11/68	Linguistic Capacity Index		41	53.2	% Complete M. 88				
Post	7/28/68	" " "		29	53.4	90				

On indicated lines, report pre- and post-test results for each group of children tested.

APPENDIX C

INSERVICE TRAINING

Topic	Number of Staff Receiving Training	Average Time Training Took Place (Wks/Hrs)*
1. Instructional Methodology	107	44/6
2. Cultural Background and Problems of Educationally Disadvantaged or Migrant Children	71	44/3
3. Curriculum Development	122	44/6
4. Utilization of Instructional Materials and Equipment	124	44/3
5. Measurement, Evaluation and Reporting	91	44/2
6. Types of Learning Disability	35	44/2
7. Program Planning and Design	132	44/4
8. Utilization of Library and Library Resources	126	44/2
9. General Orientation to Title I Programs and Migrant Programs	137	44/4
10. Utilization of Supportive Services (e.g. Psychiatrists, Counseling, Speech Therapy, Health, Social Work)	57	44/3
11. Other (Specify) _____		

* Indicates the time spent in each area of inservice training in terms of weeks and hours per weeks. For example, if Instructional Methodology was given over a 10-week period, 3 hours a week, this would be recorded as 10/3.

APPENDIX D

FISCAL AND STATISTICAL CHART
Summer School Term
1968

District Name and No.	Total Registered	ADM	Total Expend.	Avg. Per Pupil Cost *	Grade Enrollment Breakdown								
					K	1	2	3	4	5	6	7	8
Central #13J	218	124	$ 21,245.06	$171.33	43	39	37	40	35	12	5	3	4
Dayton #8	305	95	$ 35,000.00	$368.42	53	52	49	51	41	38	11	5	5
Jackson County IED	88	37	$ 17,294.61	$467.42	17	16	11	8	17	15	1	2	1
North Marion #15	66	53	$ 24,033.28	$453.46	20	14	10	6	3	1	2	-	-
North Plains #70 (A)	121	65	$ 9,007.14	$185.00	42	28	19	16	4	3	-	-	-
Ontario #8	307	249	$122,013.37	$445.44	51	49	47	51	46	29	15	10	10
The Dalles #12 (B)	43	10	$ 854.84	$114.00	23	8	6	5	1	-	-	-	-
Woodburn #103C	109	97	$ 30,645.00	$315.92	37	29	18	11	3	6	1	2	2
Milton-Freewater #31 (C)	43	25	$ 6,930.00	$554.44	15	12	9	3	1	2	1	-	-
TOTALS	1300	755	$267,023.30	$366.00	301	247	206	191	151	106	36	22	22

A - 30 day program.

B - 30 day program. Originally scheduled for longer period but weather and crop shortage affected number of migrants and length of stay.

C - 20 day program. Originally scheduled for 40 days but weather affected number of migrants in area.

*Based on 40 day sessions